

1991

Master's Program in Child Care, Youth Care and Family Support 1991 1992

Nova University

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**MASTER'S
PROGRAMS IN
CHILD CARE,
YOUTH CARE
AND FAMILY
SUPPORT
1991-1992**

CALIFORNIA DISCLOSURE

"Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, California 94244-2720."

Amendment to refund policy:
In keeping with CAC Section 18805 requiring a three (3) day cooling off period, Nova University will void a student's enrollment commitment and return any monies paid the University provided the student notifies the University in writing of intent to withdraw ten (10) days after signing an admissions application.

INDIANA DISCLOSURE

"This institution is regulated by:
The Indiana Commission on Proprietary Education
32 East Washington Street, Suite 804
Indianapolis, Indiana 46204."

In-State Toll-Free Number (800) 227-5695
or (317) 232-1320.

MASTER'S PROGRAMS IN CHILD CARE, YOUTH CARE AND FAMILY SUPPORT 1991-1992

- Master's Program for Child and Youth Care Administrators
- Master's Program for Child Care Administrators
- Master's Program in Family Support Studies

Policies and programs set forth in this catalog are effective through June 30, 1992. Regulations and requirements, including fees, are necessarily subject to change without notice at any time at the discretion of the Nova University administration.

The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program. All program / center catalogs, bulletins, and handbooks must carry this information.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.

Nova University is a member of the American Association of Colleges for Teacher Education.

President's Message

Since Nova University was chartered in 1964, it has distinguished itself by its innovative outlook, its diverse educational programs that provide both traditional and nontraditional choices, its research in numerous fields, and its service to the community. Throughout the years, Nova has been responsive to the needs of society--adding and changing programs, offering greater accessibility to students, and incorporating the latest in modern technology. Our presence is visible throughout the country and beyond, as our alumni "make their mark" in education and in numerous other fields.

The University continues to grow, with a current enrollment of more than 10,000 students. Committed to the idea that education should not be timebound or placebound, Nova University is truly positioned as a major institution for the 21st century.



*Abraham S. Fischler, Ed.D.
President*

The University

NOVA UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 200-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, Coral Springs, and Port Everglades. Its nine centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, and business and public administration. As an acknowledged leader in field-based degree programs, Nova offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides educational and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center Unit. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center Unit provides a spectrum of family-related programs designed to promote positive interaction between parents and children.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

Nova University's centers and programs share a common mission--to educate students for leadership roles in a variety of professions, such as law, education, psychology, business and public administration, oceanography, and computer and information science. In the Nova University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

"The Nova Plan" stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, Nova University extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching at corporate and other locations across the country. Nova also delivers programs through a variety of educational technologies, including telecommunications. Nova University is committed to the idea that education should not be timebound or placebound. Through its educational offerings, research projects, and programs of public service, the University encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Come to our campus offices or call toll-free for program information:

8:30 A.M. - 5:00 P.M., Monday-Friday

Broward County, Florida 475-7457

Dade County, Florida 940-6447, Ext. 7457

All other areas (800) 541-6682,
Ext. 7457

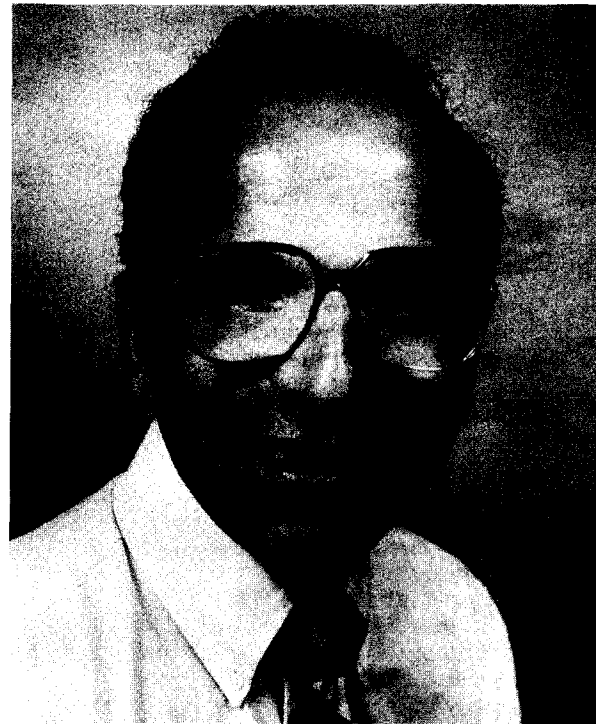
Dean's Message

A colleague mentioned to me a few years ago that when child, youth, and family issues move from the life section of the newspaper to the front page and business page, persons employed in these fields will finally be recognized as important professionals in society. *The Wall Street Journal*, *Time*, and *The New York Times* recognize the importance of your role in the future of our society. Articles appear on a daily basis in those publications and others that indicate that our society's economic and social survival is based in large part on the expertise of those who work with children and youth.

Nova is a recognized leader in child and youth studies. Our pioneering effort began with the Ed.D. Program in Early Childhood in 1972 and continued with the Ed.D. Program in Early and Middle Childhood in 1984. We recognized the paucity of graduate programs for child and youth care administrators in 1977, which led to our Master's Program for Child and Youth Care Administrators. Our newest program, the Master's Program in Family Support Studies is designed for practitioners interested in early intervention, parental support, and education. The many graduates of the earlier programs occupy leadership positions in child and youth programs throughout the United States and Canada.

I suggest that you study this catalog. If you feel that a match exists between your academic and career aspirations and this program, contact our program staff with your suggestions. We will be pleased to share the names of students and graduates who hold professional positions similar to yours so that you can discuss the appropriateness of Nova's child and youth programs for you.

Good luck with your career.



*Richard Goldman, Ph.D.
Dean*

The Center for the Advancement of Education

The Center for the Advancement of Education is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Center hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

In accomplishing its mission, the Center offers educational programs designed to meet the needs of the practitioner and makes a special commitment to provide educational programs in those geographic areas in which there are few resources for the training and professional support of practitioners.

Because of its commitment to the working professional, the Center offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Center programs reflect and anticipate the need of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be ready to accept changing responsibilities within their own organizations. The Center also aids professional educators in achieving personal goals, including certification requirements.

The Center for the Advancement of Education offers:

At the doctoral level--

Ed.D. in Adult Education
Ed.D. in Child and Youth Studies
Ed.D. in Educational Leadership
Ed.D. in Higher Education
Ed.D. in Vocational, Technical,
Occupational Education

At the master's or educational specialist level--

M.S. in Child and Youth Care
Administration
M.S. in Child Care Administration
M.S. in Family Support Studies
M.S. in Speech-Language
Pathology
The GEM Programs, M.S. and
Ed.S. in 20 majors

Director's Message

"We reach backward to our parents and forward to our children to a future we will never see, but about which we need to care."

Carl Jung

It has been several months since the allied forces brought the war in the Persian Gulf to a decisive end. The swiftness of the victory and the abundance of the financial and human resources deployed were both incredible and impressive.

One is greatly struck by the irony that the same level of rapid response and deployment of resources cannot be generated to confront the multitude of problems that face the children, youth, and families in our society and the world in general.

We are all familiar with many of the statistics and the list of societal challenges: child victimization, drug abuse, youth suicide, the lack of day care, staff turnover, youth violence, family dysfunction, etc.

Historically, the care, education, and services to children, youth, and families have not been given sufficient priority by governments or the citizens in our communities. As a consequence, there continues to be a great lack in the number and quality of innovative and effective programs that educate and develop those who have the responsibility for serving and educating our children, youth and families.

As we observe the status of the education and care of children, youth, and families in our world, there is little question that change and innovation are in great need. Change will not and cannot occur without competent leadership. Such leadership must be nurtured, mentored, and developed. Our goal is to play a major role in this nurturing, developmental, and mentoring process. As these changes occur, competent management and service approaches must be applied.

The Master's Program for Child Care Administrators began in 1977 and, in 1982, the Master's Program for Child and Youth Care Administrators began. The year 1991 marked the start of yet another program speciality--the Master's Program in Family Support Studies--and, thus, the rationale for the changing of the name of our program from the Master's Program for Child and Youth Care Administrators to the **Master's Programs in Child Care, Youth Care and Family Support**. The Master's Programs have been highly successful in providing graduate education to a population of professionals who, traditionally, have been underserved and overlooked.

To date, there have been more than 300 program graduates. These individuals have continued to be successful as leaders in the profession and to make a positive impact on the field.

The Master's Programs have been developed in recognition of several basic assumptions about the field of children, youth, and families.



*Norman W. Powell, Ed.D.
Director*

One assumption is that the skills and leadership of managers and practitioners provide the primary ingredients for creating and maintaining quality programs and services. Any strategies for improving these programs must include resources and approaches for improving leadership and management skills.

Another assumption underlying the development of our Master's Programs is that these managers and practitioners have few options when they seek advanced training. They must either take an advanced degree in a related field or settle for inservice, nondegree programs. Moreover, the time demands and responsibilities of many of these professionals make it exceedingly difficult for them to attend traditional university degree programs. This unique population requires a specialized curriculum, emphasizing leadership and management skills--but a curriculum that has been conceived broadly enough to include a knowledge of public policy, evaluation, the profession, resources, budgeting, and program development. Competence in these areas of knowledge is essential for bringing about the needed changes in the human service field. These professionals also require a degree program that can complement their ongoing administrative and service responsibilities.

Finally, this special population of learners needs a degree program that is flexible in its design and has a proactive orientation and a delivery that is not restricted by location. These Master's Programs are consistent with Nova University's mission to serve the underserved and to contribute to the invaluable investment that this important professional population can make to the future of our world society.

Program Administration



Mary Ellen Sapp
Director of Practicums



Christine Stenback
Administrative Assistant,
Practicum Department



Vicky Pearson
Program Secretary



Ralph Hogges
Program Professor



Robert K. Greene
Practicum Associate



Sylvia Prant
Assistant to the Director



Camille Vernon
Program Secretary

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Failure to read this catalog does not excuse students from the rules and procedures contained in it. Personal factors, illness, or contradictory advice from any source is not an acceptable reason for seeking exemption from the contents of this catalog.



The Master's Programs

Nova University offers three field-based master's programs designed for professionals who work with children, youth, and families: the Master's Program for Child and Youth Care Administrators, the Master's Program for Child Care Administrators, and the Master's Program in Family Support Studies.

These programs were developed in recognition of two generalizations about the fields of child and youth care and family support studies.

The first generalization is that the skill and leadership abilities of child and youth care administrators and family support professionals are the central ingredients in creating and maintaining quality programs for children and families.

The second generalization is that child and youth care administrators and family support professionals have few options when they choose to seek advanced training and education. They must either take an advanced degree in a related field or settle for in-service, nondegree programs.

Child and youth care administrators and family support professionals require a specialized curriculum emphasizing leadership, management, public policy, developmental issues, human dynamics, etc. They also require an academic program that is complementary to their ongoing work responsibilities.

Nova University has recognized an opportunity to make an important contribution to child, youth, and family services by providing a unique program, in a distinctive format, for a critical group: child and youth care administrators and family support professionals.

Summary

Students in the master's programs enter at specified times and form a "cohort." They follow the same schedule and meet at the required summer institute session during the program. Members of a cohort may be widely distributed geographically, but will have opportunities to interact and share assignments through the summer institute.

Course work for the program is grouped into six-credit modules and nine-credit modules. Modules are units of two or three related courses under the supervision of the same faculty member. Each cohort will have its own

schedule for completion of the master's program. Each six-credit module is three months long and each nine-credit module is four months long.

Course work will require approximately 20 months. An additional period may be taken by students to finish the practicum. A total of 26 months may be taken for completing the program. During the students' time in the program, they must attend one summer institute. The summer institute is a required, one-credit experience at which students meet with members of their cohort, Nova faculty, and other experts in their fields.

The summer institute is held in Fort Lauderdale, Florida in July. Students receive detailed information regarding the summer institute in the spring. Students are responsible for their travel and lodging costs related to the summer institute.

Transfer of Academic Credit

Forty credits of graduate work must be completed for the master of science degree. Transfer of graduate level credits up to a maximum of six semester hours from an accredited institution (with a grade of A or B) may be allowed upon approval of the program director. These credits must have been earned within the past 10 years.

Academic Expectations

Admission to Candidacy

After completion of the first nine-credit module with a 3.0 (B) or higher grade point average, the student is eligible for admission as a candidate for the master's degree. During the first module, the student must submit three letters of recommendation from colleagues or other persons who know his or her work and an official transcript, sent directly to Nova University from the previous degree granting institution. The candidacy committee then evaluates completed files and notifies the student of admission to degree candidacy.

Grading

Because students are expected to produce quality, graduate-level work, a grade point average of 3.0 must be maintained. Incomplete grades must be made up within four months after the ending date of the module. Failure to do so within the four-month limit will result in a change of grade from I to F.

The evaluation system includes:

- A = Excellent achievement
- B = Good achievement
- C = Below expectations for a graduate student
- F = Failure
- I = Incomplete
- P = Pass

Degree Completion Requirements

To graduate, a student must successfully complete three nine-credit modules and one six-credit module, for a total of 33 credits, and a six-credit practicum. In addition, students are required to attend and actively participate in every session of one summer institute, during the 26-month program. Students receive one credit for the summer institute and must assume expenses for travel, lodging, and meals. Six months prior to the ending date of the

cohort, the student will receive a degree application for graduation. Upon receipt of the form, it is to be filled out and returned to the registrar's office to be processed. When all financial obligations have been met and all course and program requirements have been completed, the degree is conferred. The University diploma will be mailed approximately three months after the date on which the degree was officially conferred by the Board of Trustees.

The University holds its annual commencement exercises in Fort Lauderdale. The main office for the program should be contacted for the location, date, and time of the ceremonies.

Incomplete Course Work

Each student is expected to complete all assignments and course work according to the due dates and schedules established by the course instructor.

If the student becomes faced with some work-related or personal problems that precludes the timely completion of course requirements, a request for an **incomplete** can be submitted to the program office. Upon approval, this **incomplete** will provide the student with additional time to complete all outstanding course work. The procedures for the incomplete are the following:

1. An "Incomplete Request Form" will be included with your books and materials at the beginning of each module.
2. When you find it necessary to request an **incomplete**, you are to first discuss it with your instructor and obtain his or her approval.
3. After receiving the instructor's approval, you then are to fill out and mail the "Incomplete Request Form" to the program office.
4. The request for an **incomplete** is to be made **one month prior to the ending date of the module**.

5. Upon approval, you will have four months to complete all work. At the end of the four-month period, if all work is not completed, a grade of F will be given for the courses in the module that have not been completed.
6. If the request for an **incomplete** is not made one month prior to the module ending date, a final grade will be given based on the amount of work completed at that time.

Please note that the responsibility for requesting the incomplete and mailing in the "Incomplete Request Form" is that of the student.

Extension Policy

Students are required to complete all course and program requirements on or before the cohort ending date in order to graduate within the 26-month program time period. However, a student faced with some major personal or job-related problem that prevents him or her from completing all requirements by the cohort ending date has the option of requesting a nine-month program time **extension**.

The procedures for the program **extension** are as follows:

1. The student is to make the request in writing **30 days prior to the cohort ending date**. The letter should include the main reasons for the request and a proposed timeline and schedule for completing the unfinished program requirements.
2. Upon receipt of the letter by program office, the request will be evaluated and the decision will be forwarded within two weeks to 30 days.
3. If the request is approved, the student is to forward the extension fee to the program office.
4. Assuming approval, the student will have nine months to complete all outstanding program requirements.

Note: This is a one-time nine-month extension.

Temporary Withdrawal

Students who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the program director. Students who officially withdraw may petition the director if they wish to re-enter the program, picking up their course of study at the point following the last module for which they received a grade. Students may re-enter the program only once and will be expected to follow all regulations that are in effect at the time of readmission. **Students who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a five-year period from the beginning of the original cohort.** No extension is possible beyond this point.

Registration

Registration materials for each module will be sent automatically to each cohort member. Registration materials for the practicum will be sent automatically to students admitted to candidacy. Students may register for the practicum at any time after admission to degree candidacy.

Student Costs

Costs include a \$30 one-time nonrefundable application fee for students who have not previously applied to a Nova University program. Tuition is \$200 per credit with a \$225 materials fee for guided study course work. A nine-credit module costs \$2,025; a six-credit module, \$1,425; the six-credit practicum module, \$1,275 (includes a \$75 materials fee); and the summer institute, \$400 (includes a \$200 materials fee). Total cost for the program is \$9,175. Students will have no textbook costs, since textbooks, guides, and all course-related materials are included in the materials fee charged for guided study course work.

Tuition and fees are due at time of registration.

Tuition and fees are subject to change without notice.

Tuition Payment

Application Fee:	\$30 payable with all new student applications
Nine-Credit Module:	\$1,800 plus \$225 materials fee
Six-Credit Module:	\$1,200 plus \$225 materials fee
Practicum:	\$1,200 plus \$75 materials fee
Summer Institute:	\$200 plus \$200 materials fee payable upon registration prior to the week of the institute

A late fee of \$25 will be charged for payment received after the due date.

A fee of \$30 must accompany the degree application at the conclusion of the course of study.

A fee of \$300 will be charged for reinstatement after withdrawal from the program.

Tuition Refund Policy

Any student who wishes to withdraw from the program must notify the program director in writing. No part of the application fee will be refunded. Refunds for six- and nine-credit modules are based on the following:

- For 100 percent refund, withdrawal in writing prior to the official beginning of the module
- For 75 percent refund, withdrawal in writing before the third week of the cohort's involvement with the module
- For 50 percent refund, withdrawal in writing before the fifth week of the cohort's involvement in the module
- No refund after the fifth week.

Refunds will be based on the postmark date of the written notification.



The Master's Program for Child and Youth Care Administrators

Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of child and youth care programs. The specialization within this major is administration of residential treatment, group-living, and community-based programs for children and youth. The program is offered in a guided study format. Guided study students receive specially prepared course materials that enable them to do readings and assignments in the program of study related directly to managerial tasks within their job settings. During the period of the program, students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

Because the Master's Program for Child and Youth Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments. Admission requirements for administrators of residential treatment, group-living, and community-based programs for children and youth are:

1. A baccalaureate degree from a regionally accredited institution
2. Two years of full-time experience as a youth or child care worker in a residential, group-living, or community-based setting

3. Administrative or supervisory responsibility in a youth or child care setting
4. Evidence of ability for successful independent study at the graduate level.

Program Sequence

Specialization: Administration of Residential Treatment, Group-Living, and Community-Based Programs for Children and Youth

- Foundations for Therapeutic Programs for Children and Youth (9 credits)
- Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Children and Youth (9 credits)
- The Profession and Public Policy in Child and Youth Care (6 credits)
- The Practicum (6 credits)

The practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management in Programs for Children and Youth (1 credit)

MODULE DESCRIPTIONS

Residential treatment, group-living, and community-based programs specialization

MODULE I Foundations for Therapeutic Programs for Children and Youth (3 courses, 9 credits)

This module provides an overview of theory, approaches, and practice in the design and delivery of supportive and therapeutic programs for children and youth. The focus is on the design and delivery of a total, integrated program.

Courses

THER 501 Developmental Foundations for Child and Youth Care Practice This course reviews the various theories of human development that form the foundations for therapeutic programs for children and youth.

THER 502 Theories and Strategies for Behavior Change in Programs for Children and Youth This course provides an overview of behavior change concepts and intervention strategies used in residential treatment, group care, and community-based programs for children and youth.

THER 503 The Design and Management of Therapeutic Environments for Children and Youth This course examines the various design elements and program issues that have a qualitative impact on the management of therapeutic programs for children and youth.

MODULE II Child and Youth Care Management: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for children and youth.

Courses

MGTR 525 Legal Aspects of the Management of Programs for Children and Youth This course examines many of the legal elements involved in the daily

management of programs for children and youth. Personnel law, licensing, child abuse, and liability are among some of the topics addressed.

MGTR 545 Financial Aspects of the Management of Programs for Children and Youth This course covers the basic components of financial management in programs for children and youth. The budget process, fiscal management, and policy determination will be covered.

MGTR 505 Program Evaluation for Child and Youth Care Administrators This course provides an overview of techniques and methods used to assess the quality and effectiveness of residential, group care, and community-based programs for children and youth.

MODULE III The Administration of Programs for Children and Youth (3 courses, 9 credits)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program development in addition to leadership and supervisory skills.

Courses

ADMR 520 The Elements and Styles of Leadership for Child and Youth Care Administrators This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADMR 550 Supervision Methods and Approaches for Child and Youth Care Administrators This course provides a survey of specific approaches and aspects for the supervision of staff in programs for children and youth.

ADMR 500 The Development and Acquisition of Resources for Child and Youth Care Programs This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for child and youth care programs.

MODULE IV The Profession and Public Policy in Child and Youth Care (2 courses, 6 credits)

This module is an introduction to child and youth care policy and child advocacy. An overview of the history of child and youth care is provided. Specific skills and techniques in child advocacy are presented.

Courses

POLR 510 The Profession for Child and Youth Care Administrators This course reviews historical highlights and contemporary issues in the child and youth field.

POLR 565 Public Policy and the Child and Youth Care Field for Program Administrators This course examines the process and dynamics involved in the development of public policy as it relates to programs for children and youth.

ADDITIONAL PROGRAM ACTIVITY AREAS

PRAR 688 The Field-Based Practicum Project (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.

SUMR 652 Summer Institute: Leadership and Management in Child and Youth Care (1 credit) This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

CEDR 6501 Continuing Education (no credit)



The Master's Program for Child Care Administrators

Program Overview

Nova University offers a field-based master's degree program designed specifically for administrators of child care programs. The specialization within this major is: administration of day care and preschool programs for young children. The program is offered in a guided study format. Guided study students receive specially prepared course materials in the program of study related directly to managerial tasks within their job settings. During the period of the program, students attend one summer institute. Summer institutes enable students to interact directly with Nova faculty, fellow students, and nationally recognized experts in child and youth care and related fields. Students also conduct practicums, problem-solving projects in which they design and implement solutions to management or program effectiveness problems within their work settings.

Admission Requirements

Because the Master's Program for Child Care Administrators is designed to meet the needs of working professionals, admission is restricted to those persons who can undertake the managerial and supervisory tasks required in the course assignments. Admission requirements for administrators of programs for young children are:

1. A baccalaureate degree from a regionally accredited institution
2. Administrative or supervisory responsibility in a program for young children
3. Evidence of ability for successful independent study at the graduate level.

Program Sequence

Specialization: Administration of Day Care, Preschool, and Early Education Programs

- Foundations of Early Childhood Development (9 credits)
- Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (9 credits)
- The Administration of Programs for Young Children (9 credits)
- The Profession and Public Policy in Early Childhood (6 credits)
- The Practicum (6 credits)

The practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management in Programs for Children and Youth (1 credit)

MODULE DESCRIPTIONS

Early Childhood Specialization

MODULE I Foundations of Early Childhood Development (3 courses, 9 credits)

This module covers theories and approaches in child development and their application to the design of programs for young children. The emphasis of the module is on program selection, development, and implementation.

Courses

DEVE 511 Development Foundations for Early Childhood This course reviews the theories of early childhood development that form the foundation for educational programs for young children.

DEVE 512 Approaches to Individualized Instruction in Early Childhood Education This course explores early childhood program models along with various in-depth studies of curriculum including self-concept development, social studies activities, and mathematics experiences.

DEVE 513 Curriculum Design This course studies the design and implementation of formal and informal curriculum models in early childhood education programs.

MODULE II Management of Early Childhood Programs: Legal and Financial Aspects and Program Evaluation (3 courses, 9 credits)

This module provides basic background in financial aspects, program evaluation, and legal issues related to the management of programs for young children.

Courses

MGTE 525 Legal Aspects of the Management of Early Childhood Programs This course examines many of the legal elements involved in the daily management of programs for young children; personnel law, licensing, child abuse, and liability are among some of the topics addressed.

MGTE 545 Financial Aspects of the Management of Programs for Young Children This course covers the basic components of financial management in programs for young children. The budget process, fiscal management, and policy determination will be covered.

MGTE 505 Program Evaluation for Early Childhood Administrators This course provides an overview of techniques and methods used to assess the quality and effectiveness of early childhood programs.

MODULE III The Administration of Programs for Young Children (3 courses, 9 credits)

This module is designed to provide administrators with the skills required to manage a variety of programs and agencies. There is an emphasis on program planning, grantsmanship, and program development in addition to leadership and supervisory skills.

Courses

ADME 520 The Elements and Styles of Leadership for Early Childhood Administrators This course reviews the various components of leadership philosophy, approaches, and styles. The role and responsibilities of the administrator are also examined.

ADME 550 Supervision Methods and Approaches for Early Childhood Administrators This course provides a survey of specific approaches and aspects of the supervision of staff in early childhood programs.

ADME 500 The Development and Acquisition of Resources for Early Childhood Programs This course reviews a number of strategies for seeking and obtaining financial and nonfinancial resources for early childhood programs.

MODULE IV The Profession and Public Policy in Early Childhood Education (2 courses, 6 credits)

This module is an introduction to child care policy and child advocacy. An overview of the history of the profession of early childhood education is provided. Specific skills and techniques in child advocacy are presented.

Courses

POLE 510 The Profession for Early Childhood Administrators This course reviews historical highlights and contemporary issues in the field of early childhood education.

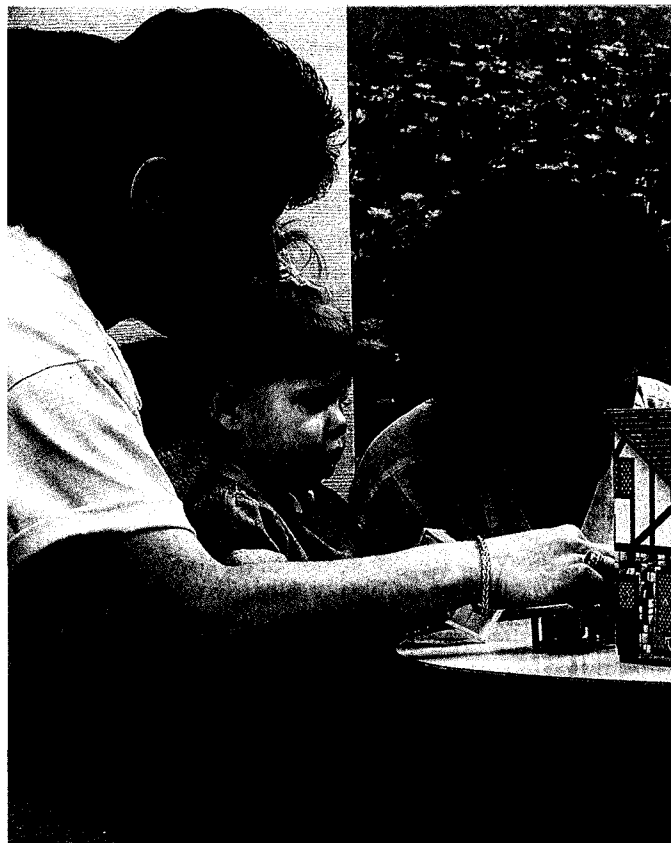
POLE 565 Public Policy and the Field for Early Childhood Administrators This course examines the process and dynamics involved in the development of public policy as it relates to programs for young children.

ADDITIONAL PROGRAM ACTIVITY AREAS

PRAE 688 The Field-Based Practicum Project (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.

SUME 652 Summer Institute: Leadership and Management for Early Childhood Administrators (1 credit) This six-day seminar focuses on the issues of leadership, management, administration, and supervision of child and youth care programs. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the area of leadership and management.

CEDE 6501 Continuing Education (no credit)



The Master's Program in Family Support Studies

Program Overview

The Master's Program in Family Support Studies is designed for early intervention practitioners interested in developing expertise in parental support and education. The program is built on the premise that the members of all families are interdependent and that the interests of the child are best served by an optimally functioning family. Consistent with this premise, the course work is designed to provide the practitioner with the perspective and proficiency to serve as a catalyst for mobilizing family strengths.

Admission Requirements

Because the Master's Program in Family Support Studies is designed to meet the needs of working professionals, admission is open only to those persons who work in an environment in which they can pursue the course requirements and assignments.

Admission requirements are:

1. A baccalaureate degree from a regionally accredited institution
2. A current full-time position in a program for young children and their families
3. Evidence of ability for successful independent study at the graduate level.

Program Sequence

Specialization: For practitioners interested in early intervention, parental support, and education.

- Human Growth and Development: A Transactional Perspective (9 credits)
- Family Systems (9 credits)
- Leadership and Family Support Services (9 credits)
- The Profession and Public Policy in Family Support Services (6 credits)
- The Practicum (6 credits)

The practicum registration is at the beginning of the 18th month of the program. Students receive detailed guidelines and supervision in planning and reporting on their practicum projects.

- The Summer Institute: Leadership and Management of Programs for Children and Families (1 credit)

MODULE DESCRIPTIONS

Family Support Specialization

MODULE I Human Growth and Development: A Transactional Perspective (3 courses, 9 credits)

This module provides the student with a broad look at human development through the life cycle. The major element that binds the courses together is attention to the impact of human development on the family.

Courses

DEVF 571 Adult Development This course provides an overview of the major stages and developmental processes in adulthood with particular focus on parenthood.

DEVF 572 Growth and Development of the Young Child This course focuses on developmental changes in the infancy and preschool period and describe ways in which stage-related changes affect parent/child interactions.

DEVF 573 Middle Childhood and Adolescence This course describes ways in which growth and development in the transitional years affect and are affected by the family, the peer group, and an expanding number of significant others.

MODULE II Family Systems (3 courses, 9 credits)

This module focuses on the role of the interventionist as a catalyst for strengthening families.

Courses

SYSF 575 Family Systems This course provides a framework for understanding the dynamics of traditional, nontraditional, and culturally diverse families.

SYSF 576 Program Models This course represents a comprehensive overview of family support programs and identifies emerging trends and unresolved issues.

SYSF 577 Parent Support and Education

This course examines the acquisition of knowledge and technical skills for practitioners working with families.

MODULE III Leadership and Family Support Services (3 courses, 9 credits)

This module focuses on the role of the family support practitioner as leader and change agent with an emphasis on action and leadership as professional responsibilities.

Courses

LEDF 580 Assessment and Evaluation of Family Support Programs This course identifies dimensions of differences in families and family support systems and describes formative and summative evaluation systems that tap these dimensions.

LEDF 581 Administration and Organizational Leadership This course examines aspects of leadership philosophy and style, management techniques, and program development.

LEDF 582 Supervision of Family Support Programs This course provides an orientation to a range of supervision issues, including staff motivation, in-service training, and evaluation of personnel.

MODULE IV The Profession and Public Policy in Family Support Services (2 courses, 6 credits)

This module is an introduction to child care policy and child advocacy. An overview of the history of child care and the child care profession is provided. Specific skills and techniques in child advocacy are covered.

Courses

POLF 585 The Profession in the Field of Family Support This course provides a historical review of the field of family support and sociopolitical analysis of its status as an occupation and as a human service.

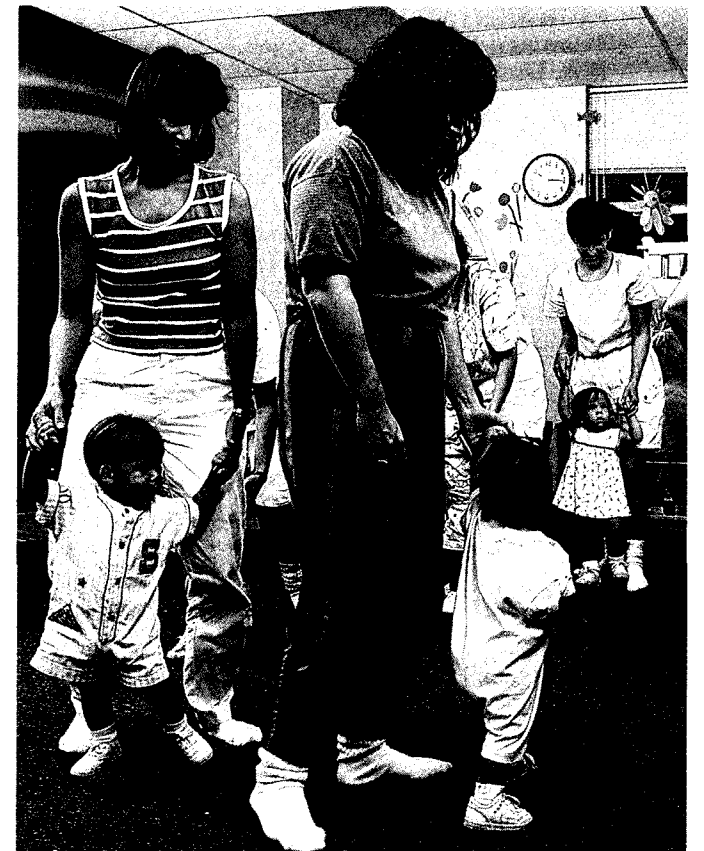
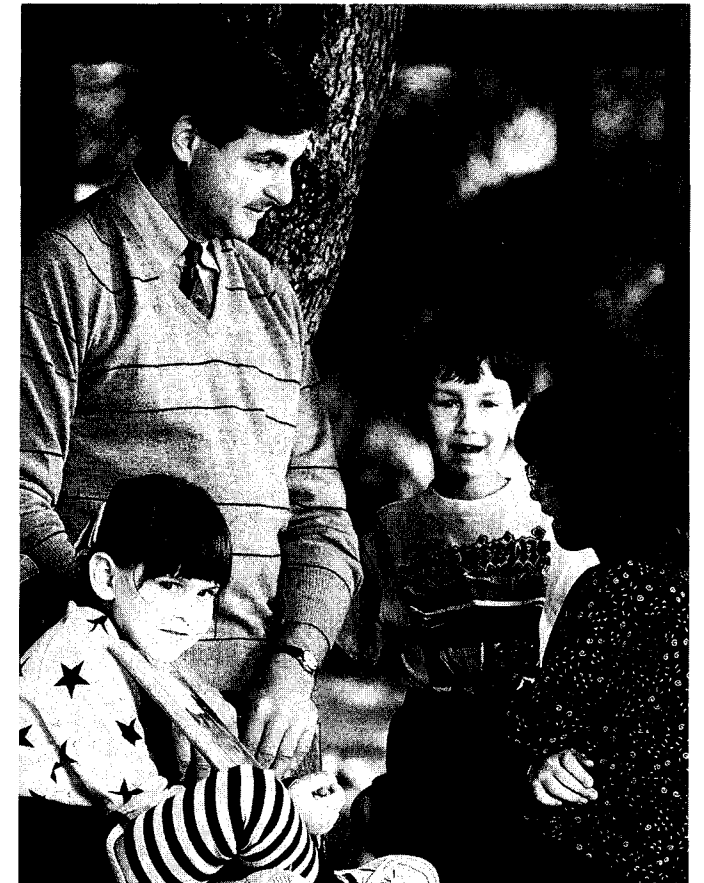
POLF 586 Public Policy in the Field of Family Support This course examines the policy-making process as it relates to children and families. It reviews current agencies and organizations involved in developing and implementing child and family policy programs. Principles of child advocacy are covered.

ADDITIONAL PROGRAM ACTIVITY AREAS

PRAF 688 The Field-Based Practicum Project (6 credits) The practicum is a job-related, problem-solving project designed by the student, the desired result of which is improving an unsatisfactory situation. This systematic process includes submission of a formal proposal (including problem documentation, operational objectives, and a review of the literature), implementation and evaluation of the chosen solution strategy, and submission of a final report that describes the entire process. The student attends a workshop at the summer institute, receives a descriptive handbook, and works closely with a faculty adviser during this component of the program.

SUMF 653 Summer Institute: Leadership and Program Development in Family Support Services (1 credit) This six-day seminar focuses on the issues of leadership, management, program development, administration, and supervision of family support services. Nova faculty and other leaders in the field conduct workshops, group experiences, and sessions designed to enhance students' knowledge and ability in the areas of leadership and program development.

CEDF 6501 Continuing Education (no credit)



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Nova University Policies Governing Student Relations

Institutional and Academic Information

Nova and its composite academic units periodically publish bulletins or catalogs describing Nova and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintains at least one full-time employee to assist all students in obtaining information.

Nondiscrimination

Nova fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of religion, sex, handicap, color, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

General

Nova University has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used in this catalog defines the student or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.



STUDENT RIGHTS AND RESPONSIBILITIES

The Code of Student Conduct and Academic Responsibility

Purpose: This code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate wherein all members of the University community can exercise their rights of membership.

I. Nova University Statement of Academic Rights and Responsibilities

Nova University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- The rights of personal and intellectual freedom, which are fundamental to the idea of a university;
- A scrupulous respect for the equal rights and dignity of others; and
- Dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution as well as those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct regulations.

A. Academic Standards

The University expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgement be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards I(A) (1) or I(A) (2) is considered plagiarism at Nova University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;

- h. Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- i. Threats of or actual damage to property or physical harm to others; and
- j. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

C. Supplementary Standards

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The University and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Drug-Free Schools and Campuses

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova University has adopted the following policy for all work place, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova University owned or controlled property and as a part of any of its activities. No Nova University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see attached "Controlled Substances--Uses and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

On Campus:

Nova University Student Counseling Service
Mailman Building
(305) 475-7552

Nova University Community Mental Health
Davie 475-7070
Lauderhill 486-3663
Coral Springs 753-7020

Community:

Florida Department of Education
Educational Prevention Center
Knott Building
Tallahassee, Florida 32399
(904) 488-6304

Department of Health and Rehabilitative Services
Alcohol and Drug Abuse Program
1317 Winewood Boulevard
Tallahassee, Florida 32399
(904) 488-0900

When you use or deal in drugs, you also risk incarceration and/or fines. The attached federal sentencing guidelines indicate federal penalties for trafficking in drugs.

In addition to the federal sanctions, Florida state statutes provide sanctions in regard to the use, possession, and/or sale of illicit drugs and the abuse of alcohol. Punishment varies dependent upon the amount and type of drug and/or alcohol involved. Felony convictions range from one year to life imprisonment. Possession of not less than 20 grams of cannabis is punishable as a misdemeanor of the first degree. Punishment for misdemeanors ranges from less than 60 days to one year imprisonment.

Under §893.13, Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony

and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13 (1) (e), Florida Statutes, it is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Florida Statutes, it is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Florida Statutes, a person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge shall result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. A second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months' imprisonment. Third conviction will result in not less than a \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five (5) days after such conviction. In order to comply with federal law, Nova University must notify any federal contracting agency within ten (10) days of having received notice that an employee engaged in the performance of a federal contract or grant has had a criminal drug statute conviction for a violation occurring in the work place. Any criminal drug convictions in the work place must be reported by the employee to his or her University supervisor or department head within five (5) days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/

alcohol abuse assistance or rehabilitation program within thirty (30) days of notice of such conviction.

Any Nova University employee or student determined to have violated this policy shall be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or termination.

All Nova University faculty and staff members will, as a condition of their employment, abide by the terms of this policy. All Nova University students will, as a condition of their enrollment, abide by the terms of this policy.

*The term "illicit drugs" refers to all illegal drugs and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

DRUGS' CSA SCHEDULES			TRADE OR OTHER NAMES	MEDICAL USES	DEPENDENCE		TOLER- ANCE	DURATION (Hours)	USUAL METHODS OF ADMIN- ISTRATION	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE	WITHDRAWAL SYNDROME
NARCOTICS												
Opium		II III V	Dover's Powder, Paregoric Parapectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine		II III	Morphine, MS-Contin, Roxanol, Roxanol SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine		II III V	Tylenol w/Codn, Robitussin AC, Empirin w/Codn, Fiorinal w/Codn	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin		I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone		II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)		II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone		II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics		I II III IV V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin ²	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS												
Chloral Hydrate		IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates		II III IV	Amytal, Nembutal, Fiorinal, Lotusate, Tuinal, Seconal, Butisol, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
Benzodiazepines		IV	Ativan, Dalmane, Librium, Restoril, Diazepam, Xanax, Serax, Valium, Tranxene, Versed, Verstran, Halcion, Paxipam	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral			
Methaqualone		I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide		III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants		III IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS												
Cocaine ¹		II	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate & blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines		II	Biphetamine, Delcobase, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine		II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate		II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants		III IV	Adipex, Cyferi, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu-2	Weight control	Possible	High	Yes	2-4	Oral, injected			
HALLUCINOGENS												
LSD		I	Acid, Microdot	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance	Longer, more intense "trip" episodes, psychosis, possible death	Withdrawal symptoms not reported
Mescaline and Peyote		I	Mesc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants		I	2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine		II	PCP, Angel Dust, Hog	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues		I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens		I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS												
Marijuana		I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity and decreased appetite occasionally reported
Tetrahydracannabinol		I II	THC, Marinol	Cancer chemotherapy antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish		I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil		I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			

¹ Designated a narcotic under the CSA ² Not designated a narcotic under the CSA

Federal Trafficking Penalties

PENALTY		PENALTY	
CSA	2nd Offense	1st Offense	1st Offense
	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years.	Not less than 10 years. Not more than life.

¹ Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg. ² Does not include marijuana, hashish, or hash oil.

Federal Trafficking Penalties – Marijuana

Quantity	Description	First Offense	Second Offense
1,000 kg or more; or 1,000 or more plants	Marijuana Mixture containing detectable quantity	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants	Marijuana Mixture containing detectable quantity	Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish		
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana	Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 50 kg	Marijuana		
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

Smoking and Nonsmoking

In accordance with the Florida Clean Indoor Air Act, the University has established the following policy.

The areas listed below *must* be designated as nonsmoking areas:

- Classrooms
- Restrooms
- Water fountain areas
- Elevators
- Libraries
- Public conference and seminar rooms

Each center and department has the discretion of designating the following areas as smoking or nonsmoking areas:

- Private offices
- Lounges
- Private conference and meeting rooms
- Open work areas--if all employees who are routinely assigned to work in that area at the same time agree

Centers and departments shall post their smoking policy in a conspicuous location. Individual policies shall contain the nonsmoking areas that have been designated, as well as the discretionary smoking areas.

Alcohol and Other Drugs

Nova University, as an institution of higher education, is dedicated to the well-being of all members of the University community--students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the University to endeavor to prevent substance abuse through programs of education and prevention.

The University recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the University's policy to work with members of the University community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The University also recognizes that the possession and/or use of certain substances is illegal, and the University is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any University related activity, members of the University community must be in a

fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.

2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the University will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the University community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the University community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences
- To inform members of the University community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances
- To support those who choose not to drink alcohol or to use other drugs
- To teach those who choose to drink alcohol to do so responsibly
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the University operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the University's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice-president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the University, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The University supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the University's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Abuse Resource Center to ensure the substance abuse content of courses is consistent with University policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials for new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the University's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

Communicable Diseases Policy Guidelines

It is the intent of the University to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the University community. It is also the intent of the University to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the University who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employee under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The University will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the University, either full time or part time, including adjuncts

and off-site coordinators, but shall not include the following persons:

- a. Members of the Board of Trustees
- b. Guest lecturers
- c. Vendors

The term "student" shall include all persons enrolled at the University, either part time or full time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the University community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be a reasonable likelihood of the spread of the disease within the University community by an infected person, the assistant director of human resources will, after notification of the issues presented to the University president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The University will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current University policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement

to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.

4. Within reason, the University shall make accommodations to the infected persons, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the University solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the University when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to others. Student disciplinary measures shall range from counseling to expulsion.
7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The University shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted

requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- (a) Explicit or implicit submission to sexual overtones is made a term or condition of employment.
 - (b) Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
 - (c) An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.
- A. At Nova University, sexual harassment of or by employees includes:
1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
 2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
 3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about an individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.
 4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
 5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing

others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
2. Submission to or rejection of such conduct affects academic decisions; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
4. Unwelcome patting, pinching, or touching;
5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure.

Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

Nova University maintains a system of records that includes application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information:

a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. The University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing prior to September 1 of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the University if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S. Department of Education.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Grievances

When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. An appeals policy is available upon request from the Student Affairs Department of the Center for the Advancement of Education.

Financial Aid

Nova University operates several financial aid programs to assist students in meeting direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Student Financial Aid, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 475-7410.

When to Apply

Normal processing time for a financial aid application is six to eight weeks; however, loan applications may take up to 12 weeks because of additional bank and guarantee agency processing. Students should apply well in advance of the date that funds will be needed.

All students must reapply for aid annually. Applications are generally available each January for the following academic year. The priority deadline for a given academic year is the preceding April 1. All applications received after that date will be considered on a funds-available basis. The last day to apply for any assistance for that given year is May 1 (13 months after the priority deadline). For example, the two deadlines for the 1991-92 academic year are April 1, 1991, and May 1, 1992.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information contact: International Student Adviser, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, toll-free: (800) 541-6682, Ext. 5695. All others, call (305) 370-5695.

Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, or telephone (305) 370-5685.

Veterans' Benefits for Off-Campus Graduate Programs

The Veterans Administration considers all programs that meet off campus (field-based programs, cluster programs) to be programs of independent study for veterans' benefits purposes. The Veterans Administration will make the decision as to the rate of the benefit, which will be less than one-half but no less than one-quarter time.

Standards of Progress for VA Students

A VA student must attain and maintain a minimum grade point average (GPA) of not less than a 3.0 (or grade of B) each evaluation period (e.g., term, semester, quarter). He or she also must meet any skill or technical requirements of his or her particular program.

Each VA student is expected to complete the program within the number of training hours approved by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. If at any point in time it is determined that a VA student cannot successfully complete the program within the approved number of hours, the student's VA educational benefits will be terminated for unsatisfactory progress.

A VA student who, at the end of any evaluation period, has not attained and maintained satisfactory progress (3.0 GPA or better) will be placed on academic probation for the next evaluation period. Should the student not attain and maintain satisfactory progress (3.0 GPA or better) by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory

progress may petition the school to be recertified after one evaluation period has elapsed. The school may recertify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

Grade/Progress Reports for VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the school.

The Center for the Advancement of Education maintains up-to-date progress records on each student. The University periodically furnishes each student with a working transcript that shows current status of grades and earned semester credit hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.



Nova University Learning Resources

Library Resources

The Albert and Birdie EINSTEIN LIBRARY is located in the Louis W. Parker Building on the main campus and houses the University's major collection of books and periodicals. This collection encompasses the disciplines of the behavioral sciences, the humanities, public administration, computer sciences, business administration, legal studies, and education.

This facility contains individual study carrels and microform readers and a printer. The Einstein Library is open for research more than 80 hours per week.

The UNIVERSITY SCHOOL MEDIA CENTER has an integrated collection of print and nonprint materials designed to provide curriculum enrichment resources for students from preschool through high school. The media center for pre-kindergarten through middle school students is located in the University School building, and for high school students it is located in the Sonken Building. Student and faculty involvement in media production is an integral part of the media center.

The William Springer RICHARDSON LIBRARY, at the Oceanographic Center at Port Everglades, houses a specialized collection of books and periodicals related to research in physical, biological, and chemical oceanography. The Richardson Library may be reached for information at 920-1909.

The LAW LIBRARY is in the Leo Goodwin, Sr., Law Building at 3100 SW 9th Avenue, Fort Lauderdale. The library collection, now more than 250,000 volumes and volume equivalents, contains the standard materials required for legal study and research: English, American, and state periodicals, treatises, and looseleaf services. In addition to this basic collection, the library includes extensive materials in the areas of taxation, land use planning, and international law. It is one of the few collections designated as a depository for the United Nations' documents. The Law Center also houses a majority of the U.S. Government documents that are deposited with Nova University.

Students enrolled at off-campus sites may arrange to have the University's library holdings available by overnight mail. In addition, references pertaining to current courses are held on reserve at the site.

STUDENT IDENTIFICATION: students are

required to have a student I.D. card for library use. The student I.D. is issued in the registrar's office on the third floor of the Parker Building.

Center for Media and Technology

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the laboratory provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

The Center houses a growing library of instructional materials such as 16 mm films, videotapes, filmstrips, slide/tape presentations, audio tapes, and kits for student and faculty use. Full A/V equipment services are also available through the department.

Computing Facilities

The University's Computing Facility provides data processing facilities and services for meeting the instructional, research, and administrative needs of the University. The central site is located on the main campus in the Mailman-Hollywood Building.

Access to the facility is through terminals and other computer systems located both on the main campus and at the Port Everglades site. Time-sharing services are available through the local telephone system. This facility is available to qualified students and faculty for research and for the computer-oriented course work.

Information Retrieval Service

This service houses the entire microfiche collection of the Educational Resources Information Center (ERIC). The ERIC collection now numbers more than 300,000 documents and is growing at the rate of about 1,200 documents per month. Using widely available printed indexes or computer searches, students may identify needed documents and obtain them from Nova's Information Retrieval Service (IRS) free of charge. Since it began operation in September 1976, the IRS has distributed more than 100,000 documents on microfiche.

In addition to ERIC, the IRS has computer access to more than 350 databases, including many social and behavioral science databases, such as PsycInfo, Sociological Abstracts, Federal Index, and Books in Print, that contain related information. The computer files to which IRS has access contain more than 200 million records. The IRS does computer searches of these files for program students, graduates, and staff. This service helps users identify journal articles, books, doctoral dissertations, research reports, government publications, and other print and nonprint materials needed for curriculum development, practicums, and research projects.

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Accounting

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International Business Administration

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A transcript of a student's academic record cannot be released until all of his or her accounts, academic and nonacademic, are paid.

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If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Office of the University Registrar, Nova University, Parker Building, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records are contained in this policy.

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Nova University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval For Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314, telephone (305) 370-5685.

Application and Admissions Packet

The following materials may be torn out of the catalog and used by those who wish to apply for admission to the Master's Programs in Child Care, Youth Care and Family Support. Included here are:

- A graduate admissions application
- Supplementary application
- Three admissions recommendation forms
- Two transcript request forms
- Financial aid survey form.

NOVAUNIVERSITY

CENTER FOR THE ADVANCEMENT OF EDUCATION
Master's Programs in Child Care, Youth Care and Family Support
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7457 or (800) 541-6682, Ext. 7457

Center-AE
Cohort Code _____
Major Code-569
Degree Objective-MSY
S - PR
AC - GST
AA - X
AT - GRD
Cohort- _____

Official Use Only

Graduate Admissions Application

Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program in Family Support Studies

To the applicant: We welcome your application. If at any point you are uncertain about the application process, you are encouraged to write or call the Program Office.

Please send this completed form and your \$30.00 check (application fee) payable to Nova University.

NOTE:

All application material must be mailed directly to:
Director
Master's Programs in Child Care, Youth Care and Family Support
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

Expected starting date_____/_____/_____
Mo. Day Year

Soc. Sec.#_____/_____/_____ Sex: () Male () Female Date of birth_____/_____/_____
Mo. Day Year

Last Name First Name M.I. Maiden Name

Legal/Permanent Address: Street and Number () ()

City State Zip Home Telephone Business Telephone/Ext.

Mailing Address While Attending Nova (local if applicable) City State Zip

Emergency Contact:

Name Street and Number () ()

City State Zip Home Telephone Business Telephone/Extension

Academic Goal: Check appropriate master's program

- ☐ Administration of Day Care, Preschool, and Early Education Programs
- ☐ Administration of Residential Treatment, Group Care, and Community-Based Programs for Children and Youth
- ☐ Family Support Studies

2. Previous positions. please list previous employment in chronological order beginning with your present position.

Dates	Employer Name and Address	Brief Description of Responsibilities
to		
to		
to		

3. Recommendations:

Identify the three persons you have asked to write letters of recommendation on your behalf. At least one of the three individuals should be your immediate supervisor. Please use the enclosed forms when requesting recommendations.

1.

Name

Title

Telephone

2.

Name

Title

Telephone

3.

Name

Title

Telephone

4.

List any additional professional and/or career related experiences you have had:
(e.g., workshop leader, adjunct faculty, conference leader, keynoter, etc.). **Please attach resume.**

5.

List below the titles of any professional writing you may have done in the past. Please include undergraduate honors theses, publications, work-related projects, grants, etc.

6.

Do you intend to transfer any graduate-level credits toward your master's degree? ☐ Yes ☐ No
If yes, list course number, title, institution, and dates:

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Supplementary Application

Master's Program for Child and Youth Care Administrators

Master's Program for Child Care Administrators

Master's Program in Family Support Studies

Name

Telephone ()

Address

Street

CityStateZip

Employer

Business Address

Street and Number

CityStateZip

Business Telephone ()

Professional Information

1.

PRESENT POSITION

Your title:

Your starting date:

Number of persons you directly supervise:

Number of children served:

Budget allocation for your area of responsibility:

Immediate supervisor (if applicable):

Name

Position

The major assignments and responsibilities in your present position:

The proudest accomplishments in your present position:

Your greatest disappointments:

Your strengths:

Your weaknesses:

Please list all colleges and universities attended. **An official copy of your bachelor's transcript is required.**
Send it to:

Director
Master's Programs in Child Care, Youth Care and Family Support
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314:

Name of College/University	State	Date Started (Mo/Yr)	Date Ended (Mo/Yr)	Major Field	Degree	G.P.A.

Citizenship Status:

___ U.S. citizen

___ Non resident alien

___ Resident alien

Do you require an I-20? Yes_____ No _____

If you have a visa, indicate status code _____

Country of citizenship _____

Native language _____

Resident alien students are required to submit a copy of their alien registration card. For more information, contact the International Student Office (305) 370-5695

Ethnic Origin Data (this information is requested for reporting purposes only):

Check one of the following:

___ Hispanic origin

___ White (not of Hispanic origin)

___ Black (not of Hispanic origin)

___ Asian or Pacific Islander

___ American Indian or Native Alaskan

Applicant Status at Time of Application:

First time attending Nova University? ___Yes ___No If NO, in what program were you enrolled? _____

Financial Aid:

Have you applied for Financial Aid?___ Yes ___ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)?___Yes ___No

If yes, when was the F.A.F. sent to Princeton, New Jersey? _____

Date

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Applicant's Signature

Date

Personal Information

Wife/Husband _____

Children (names and ages): _____

Magazines you regularly read; books you have read recently: _____

Hobbies or recreational interests: _____

Civic or community activities and offices held: _____

Describe an accomplishment, involving a group or organization, of which you are most proud. Describe your role in helping to achieve the positive outcome: _____

What do you regard as the major problems in your field today?

a) _____

b) _____

c) _____

The contribution you are seeking to make to the resolution of one or more of these problems (please identify the problem(s):

Your expectations for this master's degree program (skills, knowledge, attitudes):

Narrative Section

Please answer the questions below as fully as possible in narrative form. Each response must be a minimum of 400 words and typewritten on a separate sheet(s) of paper. The responses will be assessed for content, organization, critical thinking, and writing skills and for the potential to perform competently in this program.

- 1. The attached article, "Conflict in Human Interaction," by Nicholas Long, examines many of the challenges involved in managing human service programs. Although Long is discussing the domain of working with children, his thesis has important implications for other fields as well. Discuss the ideas presented and apply them to your own work setting.
- 2. Provide an autobiographical summary. Include details that shed light on your decision to enter and assume a leadership role in your field.

Acknowledgement of Program Requirements:

I understand that the broad requirements for the program include passing each of the study areas, successfully performing and reporting upon the practicum, and attending the summer institute.

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of this Master's Program and Nova University.

Signature_____ Date

Mail completed application to:

Director
Master's Programs in Child Care, Youth Care and Family Support
Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

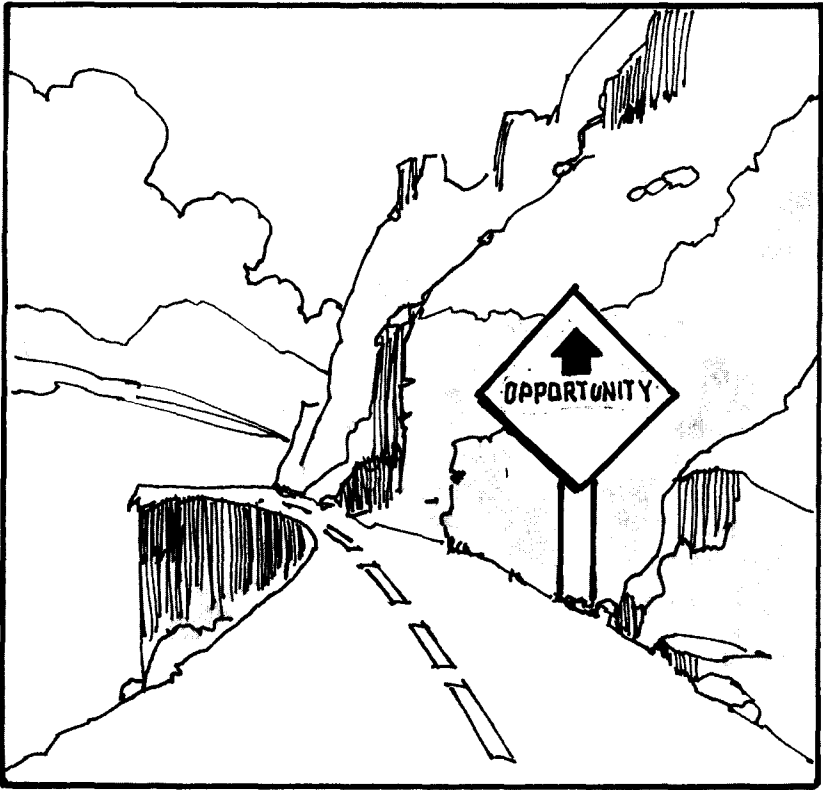
Conflict
in Human
Interaction

Nicholas Long, Ph.D.

Danger or Opportunity?



This article was developed from a keynote presentation given by Dr. Long in February 1988 at a conference sponsored by Nova University's Master's Program for Child and Youth Care Administrators held in Bethesda, Maryland. The theme of the conference was Conflict in the Workplace: Challenges and Solutions.



“For the administrators in our field, this process is filled with potential danger and much opportunity.”

As administrators, we somehow stand in the middle between service needs and accountability needs. There's an old saying that when you stand in the middle of a highway you get hit by traffic going both ways. That is one of the issues we need to talk about.

The pressures on administrators and the middle management are tremendous. They're real and they're growing. As a result, we're seeing more and more administrators burn out. We're seeing more administrators beginning to feel panicked overwhelmed, beginning to say, "I've put all my energy into trying to become an administrator, and now that I am one, let me tell you, it is not as rewarding and enjoyable as I thought it was going to be."

In order to avoid the overwhelming and chronic stress that is part of our daily operation, administrators have developed their own ways of dealing with stress.

This reminds me of the story of the young youth care supervisor who stormed into the director's office one day and said to the director, "Listen, when you hired me you told me that this was going to be a supportive system. I want to tell you, the leadership around here stinks. Nobody makes decisions." The administrator says, "Calm down, you can handle this, George." "The staff around here is supposed to be supportive, but they're rigid, righteous, and rejecting. There's not much comfort in this setting." The administrator says, "Calm down, you can handle this, George." The supervisor again says, "We're supposed to be taking care of eighty kids only, but we have

continues

something like one hundred kids. We're not helping them, the programs are not effective, and I'm not happy." "Calm down, you can handle this, George." The supervisor leaves the office.

A woman who had been sitting in the corridor walks into the office and says, "I just overheard George's problems and I want to tell you, I'm really impressed. I thought he did a wonderful job." The director says, "Well, ma'am, you don't have it quite right. I'm George!"

An administrator's life is stressful. Often we have to say to ourselves, "Calm down." We need to remind ourselves that that is really what our skills and efforts are all about.

I've been an administrator for 36 years at hospitals and private mental health facilities, and for the last 16 years, in a public mental health facility in Washington, DC. When I was trained during the 1950s, the theory for administration consisted of five basic skills. If you mastered those concepts, you could become an ef-

fective administrator. Almost magically you would be in charge, in control, and command. You would be in the driver's seat. You'd be at the center of power. For nostalgic reasons, I'd like to review the five concepts that we were taught in the 1950s.

1. Authority — You had to be aware of attributed authority and manifest authority. Attributed authority is the role that you have in the organization. Manifest authority is the ability to implement and use the power and responsibility that's been assigned to you. We know that when we talk about authority, we want to find out who really has it in a system. Who do people go to to ask whether such and such is a good idea? Who do you assign to make sure that decisions are made? How is authority related to setting expectations, standards, and values? Who models them? The whole role of authority was one big area of our training.

2. Communication — To be good, communication must happen in two directions. Who has the information, how is it distributed? What sort of meetings do you have? To what extent do meetings actually communicate your concerns and ideas? Do you send lots of memos, or do you meet face to face. The whole question of how you communicate, who you communicate with, who has the information was another important area of our training.

Here also are two levels of communication: formal and informal. When I worked at the University, I realized that if I wanted to survive, I should be as helpful as possible to the secretary of the dean. It seemed that the secretaries and administrative assistants could make your life comfortable or miserable. They were, and are, the gatekeepers of communi-

cation. You have to find out who has the keys to information.

3. Of course, as administrators, we're interested in morale. Good morale — that is group cohesion, the extent to which employees feel comfortable and want to come to work, that somehow work meets their needs — enhances feelings of competence and fulfillment.

What happens when a person gets sick or has a personal illness? Does the staff support one another? Do they laugh and enjoy? Do they deny? What is the morale? What keeps it going? What can you do to enhance morale that meets your professional and personal needs?

4. Of course, as an administrator one of our primary tasks besides authority, communication, and morale has to do with our productivity. In fact, productivity is our primary task. What is it that we are asked to do? What is it that we are organized to produce? For those of us in child mental health, our task is to help kids and parents learn to live with the increasing frustrations in the community and with their own internal pressures. Help kids re-educate themselves, and you become effective. The questions you have to ask include: how do we do it, what's our product like, in what areas are kids making progress, do you really know what you're doing or do you simply try to deny the whole idea of accountability?

5. The final area has to do with change. We know that if you're not growing, you're dying. You are not growing if you're really entrenched in a rigid view.

Change is probably the most difficult task that an administrator has to cope with. I always try to ask myself, "Where should this agency be in five years? What new skills does the agency need to develop? How can I facilitate this? Changing to grow is becoming very difficult because people are comfortable doing what they are doing. We seem to have a basic philosophy that asks, "If you're doing a good job why change?" There's always natural, normal resistance to change.

This was a basic model of administration in the 50s. The model really represented the ideas of understanding authority, communication, morale, productivity, and change. Now to talk about what it has been like in the 50s and what it will be like in the 90s.

"The good ole days" was a study that appeared recently in *Time Magazine*. It compared the kind of problems that appeared in the 40s with those of the 80s. Reading the article makes you realize what social change has occurred during these four decades. We have moved all the way from the 1940's problems like talking, to the 1980's of drug abuse, suicide, rape, assault, burglary, and arson.

If administrators are going to survive, they need to change their old

continues

concept, and add new administrative skills. The goal is one of conflict and crisis management.

This means you have to accept the idea that crisis will be an inevitable and daily part of your administrative style. You need to perceive crisis not as an overwhelming life event that shouldn't happen, but as an opportunity for you and your staff to learn new skills, and new insight. This is a time for you to model values and to practice what you preach.

Understanding crisis as an opportunity is very important. When you get to work and somebody comes to you and says there's a crisis, you shouldn't say, "Oh, no." We must think of ourselves in the same way fire fighters think of themselves. A fire fighter is prepared to deal with crises. They know that they have all the knowledge necessary and skills, so they are more comfortable with crisis than at any other time. Crises are opportunities for administrators to excel at what they do best. Take advantage of crises. In order to feel successful with a crisis, I recommend that administrators add to their personal curriculum the five following skills:

1. As administrator you need to be able to accept the personal pain of being an authority figure responsible for decisions. In other words, to be in authority means you have to stand up. There's an old story about a mother whale who's talking to her baby and says, "Remember, when you come to the surface and you start to blow, that's when you get harpooned." The analogy is that whenever you stand up for something, you may get some criticism, pain, or resistance. It won't be often that people will say that your decision was wonderful, or that they are happy about what you stood up for. There always will be a number of people who believe you made the wrong decision. We should expect criticism as a consequence of being active.

2. Accept the idea that your staff is not going to see you as a wonderful, benign, helpful, and nurturing person all the time. In fact, what I do know about administration is that no matter how hard you work and how

dedicated you are at times, your staff is going to make fun of you. They're going to pick out your idiosyncratic behavior and talk about it; they're going to point to your poor decision making example. In our society we often love to attack authority.

As a society we seem to have a real compulsion to depreciate anybody in a leadership position. What this means is that we need to understand some of the dynamics that these groups have toward a leader that are independent of the leader's personality.

Bion was a great psychologist in England who studied the role of authority, particularly the function of staff as it links to leadership. Bion documented that you can expect two types of responses to your authority as an administrator.

People will resist your ideas for change. This has nothing to do with your personality, although your personality can make it worse. It seems that normal reaction of staff to authority is to resist your efforts toward making the system more functional

“Change is probably the most difficult task that an administrator has to cope with.”

and more productive. We just had an administrative change in our mental health system in Washington, DC. Many people are very enthusiastic about trying to help the new administrator make a difference. But it is interesting that there always are some who say that they are over worked already. They wonder how the administrator can expect them to make changes. "We don't have time to do it your way. We tried before and it failed. The proposal is too naive." In other words, you'll get resistance. You'll have to begin to assess what resistance does to you personally? What does it mean? How does it relate to your past? Resistance is like a kite: it flies against the wind. I've always felt that if I had a certain amount of

staff resistance I must be doing something right because resistance tells me that I'm pushing people to change. It's like anxiety. A certain amount of anxiety helps get things done, but too much anxiety is overwhelming.

A second, very different response to authority is passivity. Some staff avoid getting involved, they detach themselves, they fade into the background, they don't show up for meetings. If they do come to meetings, they don't talk, they don't carry their responsibility.

We had an issue in our center about cleaning the staff lounge. It's not fair for the maintenance person to pick up after us. It's our lounge; we should be responsible for taking care of it. If we ask our kids to take care of their rooms, why can't we take care of ours? It was interesting to see the number of people who resisted, saying "It's not my problem; I don't eat lunch here. Why should I clean other people's sloppiness?"

3. The most important skill, and the one I'd like you to underline, is the idea that most systems have given rise

to injuries that need to be healed. When you take over, your staff will want a leader who can calm troubled waters. Actually, they prefer a leader who can walk on water. Getting your feet wet means you will be crucified. In other words, when you come into a system the staff will begin to tell you their woes. They will say, "I need your help." I want you to make all these oppositional kids compliant. I want you to make all these neglectful parents responsible. I want you to make sure that the supplies we order arrive on time and are available to us as needed. I want you to help me because I'm so overwhelmed. I need you to take care of me.

Let's talk about what this means.

continues

Conflict in Human Interaction — continued

Many of us administrators are people who like to help, like to nurture, like to care, like to enrich. We have compassion and believe that systems can be effective. Therefore, we'd like to extend ourselves.

We also now have to look at our own rescue fantasies. We all have the tendency to take on more than we can possibly deliver. To step into this vacuum to give the staff the hope that we'll be able to deliver is what dependency is all about. They want to find a super rescuer to say "I can do it." But if there are forces beyond your control and you cannot deliver, then what happens? You become the fallen, you become the one who let them down. Once again, however,

time we talked about teacher behavior and the impact on child abuse. The data are clear. It has been documented over and over again that during stressful times a child can create his feelings in you. Furthermore, if you are not trained, he can also create his behavior in you. You will end up mirroring that child's behavior even though your personality is not like that of the child's.

Let me show you what I mean, and then let me translate it so that we can look at the child in terms of stress. Basically, what we're saying is that we each have expectations. We have certain ways of looking at ourselves that help us make sense out of the world. We make certain assumptions

then forty. We marry, we deal with our parents. All are stressful. Life is stressful, no doubt about it. We all have it regardless of race, color or creed. It doesn't matter, we all still have to go through the passage. We have normal developmental issues that we have to struggle with.

Additionally, some of us experience psychological stress. This reality has to do with being systematically or unconsciously criticized by others. In effect, they tell us that we are not very good people. Because of us, other people don't feel good. I have heard parents say to their child, "Our life was fine until you were born." Or, "We used to drink until you started school." This does depreciate you.

The third stress is reality stress. Reality stress refers to all the everyday things that do go wrong but shouldn't. In other words, when living in a complex society you're going to experience a certain amount of normal reality stress. I don't know if anyone had a stressful morning, I sometimes do. Because I live in an apartment building, I often find that people have parked behind me so that I cannot even get out of my parking space. After a while you begin to think it's a plot. It happens all the time. Just this week in our school the senior group of kids were in the hall talking. The teacher said that the next person to talk would lose points. One student then said, "What did you say?"

The fourth stress is physical stress. More and more we are beginning to appreciate the power of physical stress. It involves the basic survival skills. What are the students eating? Many kids have diets that encourage hyper activity. How much are they sleeping? Many of the kids are in situations where they are over stimulated. By the time school starts, they are ready to fall asleep or are so irritable they can't function. When you look at developmental stress and psychological stress you begin to realize that some of our kids have multiple stresses. They are overwhelmed by so many forces. When you have stress you have feelings that go along with it. It is interesting to note that

continues

Conflict in Human Interaction — continued

all feelings are real. You just can't choose your feelings. Someone gave us a very inappropriate message when they decided that there are such things as good feelings and bad feelings. There are only feelings. You cannot choose your feelings. The only thing you can choose is whether you own those feelings and accept those feelings as a basic part of being a human being. Remember, feelings come from the old brain and the old brain is three hundred zillion years old. It has survived, it is developed, it is very effective in helping man fight or run. It is only the frontal brain that has developed recently. Man is an emotional being, not a rational being. Under stress what takes over: thinking or feeling? Unfortunately, feelings take over. The question is whether you can accept those feelings and bring them under control. If you act out feelings of frustration and anger, you will have trouble with authority, peers, learning, and rules. If when you get scared, you run away, and you simply respond to feeling scared, then you will have trouble. The issue is to acknowledge your feelings, and yet not allow your feelings to determine your behavior.

We talk about the differences between having feelings and being had by your feelings. When you're had by your feelings they flood you and therefore they take charge of you. An emotional disturbance amounts to a flood of emotions that makes you dysfunctional. We know that feelings are not cognitive, yet we have to acknowledge their existence and hope that by acknowledging them we can bring them under cognitive control. If you're able to accept your own feelings, you can begin to work on the initial stress that caused them. What almost always happens is that you have the stress and the feeling. Then you either act out the feelings directly or you use defense mechanisms. Defense mechanisms help us avoid the anxiety and pain of our feelings. In the process we deny what the real problem is. This creates a new problem. If you are frustrated and angry, but cannot act on your feelings, what usually happens is called

projection. You begin to attribute to other people what you feel. You say "I'm not angry, you're angry." "Why are you looking at me that way for?" We have a video tape of a kid who's crying. The teacher says to him, "Corey, I can see how sad you are. Are those tears running down your face?" Corey says, "No, it's just water." The need to deny one's feelings can be very powerful. Displacement is a common process that kids use. If something happens to a child, some frustration from some incident, they feel angry and, of course, they don't act it out toward the person they feel angry at, they bring it to the agency and act it out toward you, in a setting

them to act out their problems and cause a group or program breakdown. Our crisis concept is this: whenever you work with a child or staff member who is under stress that child or staff member will create in you his or her feelings. It is important that you recognize that those feelings are coming from the other person and that you are picking them up. All of us at times become locked into a power struggle over absurd issues with a child or staff member. We need to realize that it's not the issue that has gotten us caught up, but we have picked up the other person's feelings.

As administrators, we are not interested in fighting with people. We

“If administrators are going to survive, they need to change their old concept, and add new administrative skills.”

you look to place the blame on someone else; maybe you will fire them. Actually, you need to look at yourself. I can tell you in my history that I certainly stepped onto the beach and failed. I have often tried to cover too many squares and been vulnerable. Now I am very clear about my boundaries. When I look back and compare how I operate now with how I operated earlier, I see much more clearly that as a leader we have group responsibilities. I can be responsible with the staff, but I will not be responsible for the staff. I will facilitate everything that I possibly can, but I will not be responsible for everything I am asked to do. I will set limits. Clarifying my boundaries will help the staff realize that this is a group process and not an authoritarian process. 4. The fourth skill has to do with understanding the Conflict Cycle. The Conflict Cycle is something we've developed over the years to show us why normal, healthy, reasonable people end up acting in very destructive and inappropriate ways. For a long

about what is going to happen to us in the world. In other words, as we develop, we develop a characteristic way of perceiving, feeling, thinking, and behaving. This characteristic way becomes part of our central personality. We develop characteristic ways of dealing with stress, too. We can predict that when under stress, 70% of the time we will run away, or will attack or will become independent, ambivalent, or passive. We all have a characteristic way of dealing with stress. What we're talking about is that there are some children and some staff who come in to our setting with a very volatile personal picture. This leads them to organize the world in a relatively narrow way.

For whatever reasons, we know that children and staff will create stress. We talk about four kinds of stress. Developmental stress refers to all the things that happen to us during the passage of time. We are born, dress, leave home, learn to read, go through adolescence, sexual identity, and college. We become adult, turn thirty,

“People will resist your ideas for change. This has nothing to do with your personality, although your personality can make it worse.”

that is more comfortable. Our kids all come by bus to our therapeutic program at our school. After the hour and a half bus ride many of them arrive in a state of disorganization. This has been so common that we have developed a greeting system for them. Two staff members meet the bus and as each child comes through the door they are questioned to determine how they are feeling. "Come on in Larry." "How are you doing Albert?" "Well, that kid has been teasing me and bothering me, and the bus driver took away my book for nothing." "Well, it seems to me that when you get to class you should talk to the crisis teacher and get some emotional first aid; that will help, and then get back into the classroom." If we don't program ourselves to pick up on the kids early, then they get into this setting and find something to fight about — a pencil, another kid, some material — then they create a conflict.

Consequently, you want to make sure quite early that if children are having difficulties, you don't allow

are interested in proposing, validating, underscoring, and highlighting the issues that are important. It is so much easier and more natural to fight with people than to deal with issues. We need to be trained in order to avoid power struggles. There are no winners in a power struggle.

The model for intervention is understanding. The model can be used with parents, kids, or staff members. It helps us understand that nothing happens by accident; nothing happens from nothing. Your attitude affects other people's attitudes and this goes around and around. In order to deal successfully in crisis, you have three choices: to support, to give space, or to confront.

Anything else will escalate and intensify the conflict. In other words, as administrator with a conflict in your setting, the question is do you help a person decode and be supportive, do you begin to say that we really need some space, or do you begin to use the conflict as benign confrontation?

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Conflict in Human Interaction — continued

Suppose we have decided to take the first option, and that a staff member is in a stressful situation. Feelings are overwhelming and the staff member is behaving in such a way that it causes some difficulty. You should take this behavior and decode it. Work backward to that person's feelings. Show them that their feelings are causing their behavior. Show them that they are being had by their feelings. Be emotionally supportive and develop the ability to decode. Say I hear how angry you are, I realize how difficult it is and what you are being asked to do. Support them.

“Until you know the pain of confronting your staff in a benign way, your staff is not going to learn.”

As an administrator I feel the staff should have the option of using us as a sort of confessor. It is not untherapeutic to say “I’d like to kill that kid. He is driving me crazy.” Psychotherapy says if you can’t do it in reality, do it in fantasy. Staff members need to be able to verbalize and drain off their frustrations.

One of the things that we have come across in the field is the concept of incompatible behavior. This is something you need to read and learn about if you haven’t already. It comes out of a cognitive, pre-social behavior model, that says instead of trying to stop a behavior, try to build behavior. Actually, when you look

at intervention you are either spending your time reducing symptoms, reducing pathological states, or you are increasing skill. This is reflected by our language. We have to learn how to talk again. When verbalizing, describe what you want to eliminate. It is a different way of talking. Along with this is the whole idea of the psychology of praise. The field has been dominated by behaviorists over the last several years, and for very good reasons. They have offered us some very good skills that have proved effective. One of the things that behaviorists talk about is the impor-

tance of praise. Positive behavior is more effective than negative behavior. The complexity of praise is still not fully understood. Apparently, praise is what is left over once you describe behavior.

The next part I want to mention is benign confrontation. As an administrator and one who acknowledges crises in every little part of your system, you must have the ability to talk about painful things with the staff. Until you know the pain of confronting your staff in a benign way, your staff is not going to learn. Rather than have long administrative conferences with an individual staff member (unless it’s a real crisis),

I use a 2 minute benign eye message with the staff. Almost always, with this benign confrontation, people shape up. You give them the eye message and back off without creating more difficulties.

In dealing with staff problems, I have found that however you confront them, almost always you will get resistance. Then in a couple of days they come back with a response. Adults don’t respond as quickly as children.

Conflict is inevitable. It is a daily constant that we must learn to manage. There are many people in our field who have the right attitude but do not have the right skills. How do you motivate and acknowledge these people? Finally, there are a few people in our system who love to upset the system through other people. They set other people up to act out their anger and frustrations on you. You need to recognize when this is happening. Helping others work through their problems is an exciting, complex, lifetime process.

For the administrators in our field, this process is filled with potential danger and much opportunity.

Nicholas Long is professor of special education at The American University in Washington, DC. He is director of the Rose School and has had years of experience in the field of emotional disturbance. He is the author of Conflict in the Classroom and Teaching Children Self-Control. Contact Dr. Long directly for references.



CENTER FOR THE ADVANCEMENT OF EDUCATION
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(305) 475-7457 or (800) 541-6682, Ext. 7457

Recommendation Form
Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program in Family Support Studies

Name of applicant: _____

Address of applicant: _____
Street and Number
City State Zip

Telephone number of applicant: (____) _____

(The above is to be filled in by the applicant.)

The above named individual is seeking admission to a field-based graduate program. The program has been developed for employed professionals who desire to improve their academic and leadership competencies. In writing your recommendation, please describe the applicant in terms of his or her (1) commitment to the field; (2) potential for providing leadership to the field; and (3) ability to succeed in a program requiring a good deal of independent study (high motivation and tenacity are required). Finally, please say a word about the applicant's success in meeting the challenges of his or her present position. Thank you for your assistance. (Continue statement on reverse, if necessary.)

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(305) 475-7457

Signature _____

Name (type or print) _____

Position _____

Address _____
street and number
city state zip


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Date _____

Information Waiver to be completed by applicant *before* giving it to source of reference.
Pursuant to the Family Education Rights and Privacy Act (Buckley Amendment) enacted on December 31, 1974,
I DO_____ I DO NOT_____ waive the right to inspect and review this completed recommendation.

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Bachelor's Degree Transcript Request and Transmittal Form

Master's Program for Child and Youth Care Administrators
Master's Program for Child Care Administrators
Master's Program in Family Support Studies

STUDENT: To request that a transcript be sent from your former school to Nova University, fill in the blanks in *both* sections on this form.

Dear Alma Mater:

Please send to Nova University an official transcript of all academic work taken while attending your institution.
Please return the transmittal form along with my official transcripts.

A. I attended your school from _____ to _____.

B. While in attendance, my name on your records was

Last First Middle/Maiden

C. My student identification number was _____.

Thank you for your assistance.

Student: _____
Address: _____

Sincerely,

Signature

Bachelor's Degree Transcript Transmittal Form

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Nova University
Center for the Advancement of Education
3301 College Avenue
Fort Lauderdale, Florida 33314

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Last First Middle/Maiden

Address _____
Street and Number

City State Zip

Social Security No. _____ / _____ / _____ Date _____

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Indicate program applied for

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Financial Aid Survey Form
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Street and Number

_____ City State Zip

Social Security number _____ / _____ / _____

Phone number: (Day) _____ (Evening) _____

Please answer the following and return with the application form:

1. Do you plan to apply for financial aid?
_____ Yes _____ No
2. Have you ever received a student loan?
_____ Yes _____ No



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